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ECONOMIC EDUCATION IN THE HIGH SCHOOL, REPORT OF A BUSINESS EDUCATION ADVISORY COMMITTEE ON ECONOMIC EDUCATION (SAN FRANCISCO, CALIFORNIA, DECEMBER 13-14, 1966).

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

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DESCRIPTORS- *BUSINESS EDUCATION, *ECONOMICS, *EDUCATIONAL PLANNING, HIGH SCHOOLS, *TEACHER ROLE, ADVISORY COMMITTEES,

A 25-MEMBER COMMITTEE OF BUSINESS TEACHERS, CITY SUPERVISORS OF BUSINESS EDUCATION, SCHOOL DISTRICT ADMINISTRATORS, COLLEGE PROFESSORS OF BUSINESS EDUCATION AND ECONOMICS, AND REPRESENTATIVES OF COUNCILS ON ECONOMIC EDUCATION AND THE U.S. OFFICE OF EDUCATION REACTED TO QUESTIONS CONCERNING CERTAIN PROBLEMS AND ISSUES IN ECONOMIC EDUCATION, AND DEVELOPED A POSITION PAPER IDENTIFYING THE ROLE OF THE BUSINESS TEACHER IN ECONOMICS EDUCATION AND A PLAN FOR IMPLEMENTING THE POSITION PAPER RECOMMENDATIONS. REPRESENTATIVE OF THE EIGHT STATEMENTS INCLUDED IN THE POSITION PAPER ARE--(1) ECONOMIC UNDERSTANDINGS ARE BEST DEVELOPED IN COURSES IN ECONOMICS SUPPLEMENTED BY A PLANNED FUSION OF ECONOMIC CONCEPTS IN ALL OTHER APPROPRIATE COURSES IN GRADES K-12 PRIOR TO THE CAPSTONE COURSE, (2) COURSES IN ECONOMICS SHOULD BE TAUGHT BY THOSE WHO ARE BEST QUALIFIED BY PREPARATION, EXPERIENCE, AND INTEREST, (3) BUSINESS EDUCATION TEACHERS ARE IN AN IDEAL POSITION TO IMPLEMENT AND PARTICIPATE IN INSTRUCTION IN ECONOMIC EDUCATION DUE TO THE NATURE OF THEIR PREPARATION AND EXPERIENCE IN BUSINESS, AND (4) IMPROVEMENT IN INSTRUCTION IN ECONOMICS SHOULD BE EFFECTED THROUGH IMAGINATIVE NEW APPROACHES TO INSTRUCTIONAL ORGANIZATION SUCH AS FLEXIBLE SCHEDULING AND TEAM TEACHING. THE PRELIMINARY PLAN FOR IMPLEMENTING THE RECOMMENDATIONS COVERS DISTRIBUTION OF THE PAPER, POSSIBLE SOURCES OF FINANCIAL AND PHILOSOPHICAL SUPPORT, 22 PROPOSED ACTIVITIES FOR THE ECONOMIC EDUCATION PROGRAM, AND PERSONS AND GROUPS INVOLVED IN THE IMPLEMENTATION. A RESOLUTION FOR IMPROVING ECONOMIC EDUCATION WAS ADOPTED. A BIBLIOGRAPHY IS INCLUDED. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CALIFORNIA STATE DEPARTMENT OF EDUCATION

BUREAU OF BUSINESS EDUCATION

ECONOMIC EDUCATION IN THE HIGH SCHOOL

Report of a Business Education Advisory

Committee on Economic Education

San Francisco, California

December 13 - 14, 1966

VT 02064

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REPORT OF THE MEETING

The Bureau of Business Education appointed an Ad Hoc Business Education Advisory Committee on Economic Education which met in San Francisco on December 13 and 14, 1966.

Represented on the committee were business teachers, city supervisors of business education, school district administrators, college professors of business education, college professors of economics, representatives from offices of County Superintendent of Schools, representatives of councils on economic education, and the U. S. Office of Education. Ben Scott, member of the State Board of Education, who attended the meeting on December 13, gave valuable assistance to the committee.

The meeting was called for the following purposes:

1. To react to questions concerning certain problems and issues in economic education. (See Discussion Topics on Pages 6 and 7)

2. To develop a Position Paper identifying the role of the business teacher in participating in economic education in the high school.

3. To develop a plan for implementing the recommendations for economic education in the high school included in the Position Paper.

In introducing the discussion of the participation of business teachers in economic education, it was pointed out that they are vitally concerned about economic education in the high school because they are preparing students for occupations in business organizations and for participation as individuals in business activities.

The business employee must know something about the business organization in which he is working and about the economic system in which the business operates. It is also important that the individual know something about the economic environment in which he is living in order that he will be able to make intelligent decisions about economic problems.

There are two ways in which business teachers can be involved in economic education: (1) teaching economic understandings in business courses and (2) teaching courses in economics.

Because the subject matter of business is economic in nature, economic understandings can be included in all business courses.

Teaching courses in economics is another way in which business teachers can be involved in economic education. Most business teachers are prepared to teach this course because they have had courses in economics as part of their college training. They have studied economic theory as well as the application of economic principles.

Three reports of economics programs were given. These reports were presented by Dr. Leroy Pemberton, Barton Wigge, and Mrs. Lois Callahan.

Dr. Pemberton reported on the activities of a group of business teachers in the San Diego Unified School District who are working on a revision of the business education curriculum. Dr. Pemberton is the consultant of this group. They are working on methods of including economic understandings in business courses. It is hoped that a course in Economics will be offered at Grade 12 in the Business Department of San Diego high schools.

Barton Wigge described an experimental course in Economics that is offered in the Business Department of a Los Angeles High School.

Mrs. Lois Callahan reported on a survey that was made in the San Mateo Union High School District regarding the qualifications of business teachers in the area of economics. In addition, Mrs. Callahan described the course in economics, The American Economy, which is taught by these qualified teachers.

Some of the topics considered by the members of the committee included the importance of economic education for all students in secondary schools, methods of including economic education in the curriculum, preparation of teachers, and the special importance of economic education in vocational business education programs.

The members of the committee made a preliminary draft of the Position Paper which explains the role of the business teacher in economic education. This preliminary draft of the Position Paper was developed for review purposes. The final draft of the Paper will be circulated widely in California. Business teachers will be encouraged to make suggestions for strengthening this statement. (See Position Paper on Pages 8 & 9)

A preliminary draft of suggestions for implementing the recommendations contained in the Position Paper was also developed by the members of the committee. (See Implementation of Recommendations on Pages 10, 11 & 12)

In addition to these two papers, the members of the committee adopted a resolution on economic education. (See Resolution on Page 13)

This resolution was reported, at the request of Mr. Ben Scott, to the January 12, 1967, meeting of the Education Programs Committee of the California State Board of Education.

Included in this report are the following:

1. Names of members of the Committee
2. Agenda of the meeting
3. Discussion Topics
4. Preliminary draft of the Position Paper
5. Preliminary draft of the recommendations for implementation of the Position Paper and of programs of economic education in the high school.
6. Resolution on economic education
7. List of materials distributed to the members of the committee
8. List of additional materials available at the meeting.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Business Education

Ad Hoc Business Education Advisory Committee
on Economic Education in the High School

Bellevue Hotel - San Francisco
December 13-14, 1966

Members

Dr. Milton Baum
Professor of Economics
Sacramento State College and
Consultant in Economics
Bureau of Elementary and
Secondary Education, California
State Department of Education

Mrs. Lois Callahan, Chairman
Business Education Department
Hillsdale High School
31st & Del Monte Streets
San Mateo, California 94403

Dr. Maurice Crawford, Acting Dean
School of Business
San Diego State College
San Diego, California 92115

Mr. Joseph Fesler, Teacher
West High School
1200 New Stine Road
Bakersfield, California 93309

Dr. Joseph Hill
Curriculum Coordinator
San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Mr. Arnold Jacobson, Project Head
Vocational Education
San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102

Miss Margaret Kelley, Teacher
Business Education
Santa Ana Valley High School
1801 S. Greenville
Santa Ana, California 92704

Mrs. Rilla Lovell, Instructional
Consultant, Business Education
San Diego Unified School District
Park Boulevard at El Cajon
San Diego, California 92103

Dr. Pat W. Loyd, Field Representative
Business and Office Occupations
Region 9, U. S. Office of Education
50 Fulton Street
San Francisco, California 94102

Dr. Gerald W. Maxwell
Professor of Business Education
San Jose State College
145 S. Seventh
San Jose, California 95114

Dr. Joseph McClintic
Professor of Economics and
Director of the Center for Economic
Education, San Diego State College
San Diego, California 92115

Mr. James McNeill, Chairman
Business Education Department
Marina High School
15225 Wicks Boulevard
San Leandro, California 94579

Mr. Donald Moore, Teacher
Business Education
Sierra Vista High School
3600 N. Frazier Street
Baldwin Park, California 91706

Dr. Vernon Ouellette, Director,
Northern California Council on
Economic Education and Acting Director,
Center for Economic Education,
San Jose State College
San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132

Ad Hoc Business Education Advisory Committee
December 13-14, 1966

Members

Dr. Leroy Pemberton, Chairman
Department of Business Education
San Diego State College
San Diego, California 92115

Mr. Leland Russell
Assistant Superintendent
Acalanes Union High School District
1212 Pleasant Hill Road
Lafayette, California 94549

Mr. John Satterstrom
Assistant Director Vocational Education
Office of County Superintendent
of Schools
70 West Hedding Street
San Jose, California 95110

Mr. Ben N. Scott, Member
State Board of Education
25949 Belleporte Avenue
Harbor City, California 90710

Mr. John Torchia, Teacher
Business Education & Work
Experience Education Coordinator
Stagg High School
1621 Brookside Road
Stockton, California 95207

Mr. John T. Warburton, Superintendent
Grossmont Union High School District
P. O. Box 43
Grossmont, California 92030

Dr. William Wayne, President
Calif. Business Education Assn.
Division of Business
Fresno State College
Fresno, California 93726

Mr. Barton F. Wigge, Consultant
Business Education
Los Angeles City Schools
1200 North Cornwell Street
Los Angeles, California 90033

Dr. William Winnett
Professor of Business
San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132

Dr. Dale P. Wren, Professor of
Business Administration
Calif. State College at Hayward
25800 Hillary Street
Hayward, California 95452

Dr. Kenneth Zimmer, Chairman
Department of Business Education
Calif. State College at Los Angeles
5151 State College Drive
Los Angeles, California 90032

Bureau of Business Education Representatives

Rulon C. Van Wagenen, Chief, Bureau of Business Education

M. Claire O'Brien, Consultant, Bureau of Business Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Business Education

Ad Hoc Business Education Advisory Committee
on Economic Education in the High School

Bellevue Hotel - San Francisco
December 13-14, 1966

AGENDA

Chairman: M. Claire O'Brien

December 13, 1966
10 a.m. - 4 p.m.

Morning Session

Business Education and Economic Education	Rulon C. Van Wagenen
San Diego Program of Economic Education	Dr. Leroy Pemberton
Los Angeles Experimental Economics Course	Barton Wigge
San Mateo Union High School District Economics Study	Mrs. Lois Callahan

Afternoon Session

Development of a position paper on the role of the business educator in economic education in the high school.

December 14, 1966
9 a.m. - 3 p.m.

Continue development of position paper.

Discussion of suggestions for activities of the Bureau of Business Education to encourage the participation of business education teachers in economic education.

DISCUSSION TOPICS FOR
AD HOC BUSINESS EDUCATION ADVISORY COMMITTEE ON ECONOMIC EDUCATION
San Francisco - December 13-14, 1966

1. What nomenclature should be used to identify the area of economic education in the high school?

2. Is it important that the course in economics be assigned to a department such as business or social science? What are the issues involved?

3. What should be the criteria for selecting teachers?

4. What should be the orientation of a course in economics: consumer, basic principles, American free enterprise system, etc?

5. Is there justification for placing economics in the business education department and making it the responsibility of business education teachers to teach the course?

6. Should a course in Economics be identified as Business Economics if it is taught by a business education teacher? If so, how would a course in Business Economics differ from a course in Economics?

7. To what extent should economic understandings be included in business education courses? Can these understandings be taught in the following courses?

Typewriting	Office Practice	Shorthand
General Business	Bookkeeping	Merchandising

8. Are there possibilities of team teaching in economics involving business education and other disciplines? What disciplines should be involved?

9. What is the nature of the preparation program for business education teachers who teach a course in Economics? How does the preparation differ from that of the Social Science teacher who teaches the same course?

10. Should the requirements be different for teachers of courses in economics than for those who include economic understandings in business courses?

11. What is the importance of the discipline of economics in relation to business education?

12. Would the business education program be strengthened by building it upon the academic discipline of economics?

13. Is it significant that economics has been declared academic in legislation relating to teacher preparation?

14. Where does economics fit into the occupational training pattern in vocational business education?

15. How can instruction in economics be integrated into the occupational programs in vocational business education?

Discussion Topics (Continued)

16. What should be the major emphasis in Economics when it is included in the occupational program?

17. What business organizations are interested in the further development of courses in Economics and how can we make use of their services?

18. How can we influence the publishers of textbooks and other instructional materials in improving the materials available and in relating the subject matter to the field of business education?

Preliminary Draft 1-6-67

POSITION PAPER
ON
THE ROLE OF THE BUSINESS EDUCATOR IN ECONOMIC EDUCATION IN THE HIGH SCHOOL

Economic Education is an important part of the total education program of all students. Economic education has special significance in the preparation of students for careers in business occupations. The business employee must know something about the business organization in which he is working and about the economic system in which the business operates. It is also important that the individual have an understanding of the economic environment in which he is living in order that he can make intelligent decisions about economic problems.

At the present time economic education in California high schools is inadequate. There are limited opportunities for students to enroll in courses in economics and the quality of economic education offered in the high school needs to be improved. It is imperative that consideration be given to improving and extending economic education because the survival of our economic system is dependent upon the understanding of the citizens of our country.

Business educators have developed this position paper as evidence of (1) their belief in the importance of economic education, (2) their desire to improve the quality of economic education, and (3) their desire and competence to participate in economic education.

1. All students in secondary schools should have an understanding of the American economic system.

   This understanding is essential to:

   a. Strengthen our economic system

   b. Participate effectively in the operation of our economic system

   c. Understand our economic system in relation to other economic systems

2. These economic understandings are best developed in courses in economics, supplemented by a planned fusion of economic concepts in all other appropriate courses in Grades K-12 prior to the capstone course.

3. Courses in economics should be taught by those who are best qualified by preparation, experience, and interest.

4. Business education teachers are in an ideal position to implement and participate in instruction in economic education due to the nature of their preparation and experience in business.

5. Economic principles are inherent in business education since it is concerned with a business oriented environment.

6. Economic education is a vital part of the whole field of vocational education and a course in economics, as well as inclusion of economic understandings in all business education courses, should be included in vocational business education programs.

7. Instruction in economic education can be strengthened by developing competence through a study of economic theory and application of economic principles as they affect the individual and society.

8. Improvement in instruction in economics should be effected through imaginative new approaches to instructional organization such as flexible scheduling and team teaching.

This paper was developed by an Ad Hoc Business Education Advisory Committee on Economic Education in the High School appointed by the Bureau of Business Education, California State Department of Education.

Preliminary Draft 1-6-67

IMPLEMENTATION OF RECOMMENDATIONS RELATING TO ECONOMIC EDUCATION

I. Implementation of Position Paper

A. Distribution of position paper

1. State Board of Education
2. Business educators
3. School administrators
4. District school boards
5. Citizens
6. USOE
7. Legislative, government groups
   (State & National)
8. Business and community groups
   a. State and local Chambers of Commerce
   b. Industry-Education Councils
   c. Administrative Management Society
9. State and National professional groups such as

NBEA	AVA
AACSB	PTA
CCVA	Pupil Personnel Assn.
ASCD	CASCD
CASSA	CASA

Economic Advisory Panel (members)
Council for Social Studies
Councils on Economic Education
Centers for Economic Education

B. Presentation to State Council CBEA.

C. Seek financial and philosophical support from

1. Businessmen
2. Industry-Education Councils
3. Labor
4. Foundations (Ford, Carnegie)

II. Implementation of Program of Economic Education

A. Utilize an experimental approach to initial implementation of programs in economic education at the secondary level.

B. Direct attention of feature news writers to economic education activities of School Districts, Centers of Economic Education and other groups.

C. Prepare publicity regarding current, successful economic education programs. Prepare abstracts, monographs, etc.

D. Distribute to interested persons reports of successful economic education programs in other states; for example, the Seattle program.

E. Include economics course or courses as part of the vocational education program.

F. Include a representative of Business Education on the subcommittee of the State Board of Education which studies economic education.

G. Develop materials for economic education through use of Federal funds administered by the State Department of Education through the Bureau of Business Education.

H. Discuss with publishers the development of appropriate texts and instructional materials.

I. Organize a statewide committee on teacher education in economics.

J. Develop a list of concepts which should be studied in the program of economic education.

K. Develop in-service programs in cooperation with Centers on Economic Education.

L. Select pilot programs in districts which are committed to economic education using them as models and springboards for future action. It would be advantageous if these districts were located near Centers on Economic Education.

M. Gather evidence of economic literacy of students.

N. Seek funds from National Foundations such as Ford and Carnegie to develop programs of economic education. (The Centers on Economic Education could be the contractors)

O. Develop adequate programs of teacher education, both pre-service and in-service. The recommendations of the Advisory Seminar on College Preparation for Teaching Economics could be the guidelines.

P. Seek funds from NDEA to further the development of courses in Economics and of units of instruction in business education courses.

Q. Develop programs for interns for teaching economics.

R. Develop programs for participation of economics teachers in the Experienced Teacher Program and in other programs designed to upgrade teacher preparation.

S. Appoint a person from the field of economic education to the State Curriculum Commission.

T. Develop a Master Plan for Economic Education.

U. Create a Coordinating Council of Economic Education groups or an Association of Economic Education.

V. Develop a plan, including target dates, for the implementation phase of the position paper, of programs in economic education and of continued preparation of teachers.

III. Persons and groups who will implement the recommendations included in Sections I and II.

A. Bureau of Business Education

B. Members of Ad Hoc Business Education Advisory Committee on Economic Education in the High School

C. CBEA

D. State Board of Education

E. Local Boards of Education

F. Lay and professional organizations

RESOLUTION ON ECONOMIC EDUCATION

The following resolution was adopted by the Ad Hoc Business Education Advisory Committee on Economic Education in the High School meeting in San Francisco on December 13 and 14, 1966:

WHEREAS economic literacy of all citizens is necessary to maintain our free enterprise system and to enable the individual to participate effectively in that system;

WHEREAS formal economic education is an effective means to economic literacy;

WHEREAS formal economic education is a responsibility of the public schools;

WHEREAS courses in economics should be taught by those who are best qualified by preparation, experience, and interest;

WHEREAS business education teachers are in an ideal position to implement and to participate in instruction in economic education due to the nature of their preparation and experience; now therefore be it

RESOLVED that all steps necessary be taken by those concerned to

1. Insure provision of courses to enable all students in secondary schools to have an understanding of the American economic system.

2. Insure opportunity for business education teachers to teach courses in economics.

3. Urge revision of Division 7 of the State Education Code to provide flexibility of curriculum and opportunity for innovation in economics.

4. Urge representation of business teachers on a Coordinating Council for Economic Education.

5. Urge consideration by all persons concerned with education in California of the position paper on economics that is in the process of development by the Ad Hoc Advisory Business Education Committee on Economic Education in the High School.

LIST OF MATERIALS DISTRIBUTED TO MEMBERS OF THE AD HOC BUSINESS EDUCATION ADVISORY COMMITTEE

A Proposal for Business-Economic Education for American Secondary Schools prepared by the Policies Commission for Business and Economic Education. Washington, D. C.

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Garrison, Lloyd L., A Syllabus for Teaching Economics in the High School General Business Course. Joint Council on Economic Education, New York, 1964.

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Business and Economic Education for the Academically Talented Student. National Education Association of the U. S. and the United Business Education Association, Washington, D. C., 1961.

Dawson, George G. Economics for the Terminal High School Student: A Survey of Authoritative Opinion. Center for Economic Education, New York University, 1965. 6

Economic Education. A Topical Review for Teaching Our American Heritage. Department of Education, San Diego County, October, 1963.

Economic Education Experiences of Enterprising Teachers, Volume Three. A Report Developed from the 1964-65 Entries in the Kazanjian Foundation Awards Program for the Teaching of Economics. Joint Council on Economic Education and The Calvin K. Kazanjian Economics Foundation, Inc., 1966. 0

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Economic Education in the San Francisco Bay Area. A Policy Statement by the Bay Area Committee for Economic Development Associates Center, January, 1963.

Economic Education in the Schools. A Report of the National Task Force on Economic Education, Committee for Economic Development, New York, September, 1961.

Economics 12 - A Progress Report. U. S. Office of Education Project H 153, Design and Evaluation of a 12th Grade Course in the Principles of Economics. Contra Costa County Department of Education, Pleasanton, California, and the Joint Council on Economic Education, New York, May, 1966. 0

Economics Unit for a Senior Social Studies Course. Merced County Schools, California, December, 1965.

Education for the Economic Challenges of Tomorrow. A Report of a Symposium in Conjunction with Tenth Anniversary Observance of the Joint Council on Economic Education, New York, 1949-1959.

Lovenstein, Meno, "Economics and the Educational Administrator," Monograph Number Six, College of Education, The Ohio State University, Columbus, Ohio, 1958.

Social Education, April 1966. Published by the National Council for the Social Studies in collaboration with the American Historical Association. This issue prepared in cooperation with the Joint Council on Economic Education. Washington, D. C.

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